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## Fourth Grade

Clara Isabel Mitchell

The outline for the fourth grade work will be planned from two standpoints, the first being that of the children and their activities; the second, that of the teacher and the subject-matter to be taught. The activities planned are those most natural to the children, and being common to the whole race are such as will relate them to the work of the world. They will include processes of wood-work, sewing, weaving, and cooking. The subject-matter to be given by the teacher in the form of lessons will be that demanded by the needs of the school community in its pursuance of these activities. By means of books, stories, descriptions, pictures, and discussions the children will be helped to interpret in a degree the conditions of their home and school life. It will be the aim of the teacher to test all subjects and methods according to their fitness for this end.

Cooking, as one of these activities, will include preparation and serving of some simple selected foods.

Weaving, spinning, sewing, and embroidery will be necessary processes in the making of various articles for use in the school.

Wood-work will furnish another means of fulfilling the needs of school life.

Elementary book-binding and decoration will extend throughout the year in the making of scrapbooks, portfolios, and simple bookcovers.

Entertainments will be given for the pleasure of younger children. There will be games, plays, and exercise in the gymnasium.

The children will have the care of the plants and animals brought into the school by themselves or the teachers.

Excursions into the city and surrounding country will be made for the purpose of seeing the continuation and development of these activities in the larger life of the community of which the school is a part.

There will be laboratory work as needed to explain problems arising in the pursuit of the activities of daily life.

Books will be used, stories, and descriptions with stereopticon, which are clearly a help in the immediate life of the school-room or home. Composition will be a part of the school life in the writing of original plays, stories, descriptions, records, letters, and notes whenever the needs of the children demand such expression.

Musical expression in singing will be a prominent and constant factor in the school life, the children making songs as well as singing by note, and listening to the best music that can be found for them.

**Cooking:** Children will discuss the methods of preparing fruit for the table, and will plan their own experiments in drying, baking, and steaming. They will prepare and serve one luncheon each week for the children of another class.

**Weaving:** The weaving will be done on simple frames constructed by the children in the manual training shop. Its motive will be the making of a curtain for use in the school. The work will be so arranged that all may contribute a part. Material will be heavy carpet yarn of good color woven into strips and sewed together with ornamental stitches.

**Sewing:** Sewing aprons will be designed, sewed, and ornamented with cross-stitch in colored cottons or linens.

**Dyeing:** Experiments will be made on cotton yarns with aniline and natural dye stuffs to

ascertain the most practical means of getting good and enduring colors suited to the embroidery of the aprons.

**Wood-work:** Simple looms, referred to under weaving, will be planned and made from model. (See page 145.)

**Bookbinding:** A portfolio necessary for preserving plans and papers will be made by each child for his own use. Materials used will be straw-board, vellum, and tapes.

**Drawing and Painting:** The children will be asked for pictures of only such stories and subjects as are sufficiently interesting to move them to free and enthusiastic expression. In all illustrations they will be allowed to choose their own mediums and will be encouraged to originality in work. Working drawings will be made of all articles constructed in any of the crafts.

**Entertainment:** The fourth-grade children will be responsible for the entertainment of the entire school for a period of twenty minutes one morning of the month. As the appointed morning happens to be Chicago Day, the exercises will be planned to fit the occasion with appropriate stories, songs, drawings, and quotations. The entertainment of other children in the primary grades will occupy an hour toward the close of the month and at that time the children will select such stories, experiences, songs, and incidents from the month's work as they think will prove interesting to their visitors.

**Physical Culture:** Children's physical measurements will be recorded on charts, and curves made. Sense tests also will be made with every child and tests for nutrition. Proper positions in standing and working will be watched for and encouraged in the school-room. Short periods of rest will be spent in games and plays. Individual and corrective gymnastics will be given in the gymnasium, also developmental class-work, with exercises in rhythm and games.

**Field-Trips:** Excursions will be made to a farm, a bake-house, the stockyards, wharves, South Water Street, a cotton-mill, social settlements, and, where practicable, to the characteristic colonies of foreigners. Field excursions are planned also to the Sand Dunes, to Winnetka, Waukegan, Beverly Hills, and a swamp region. Stereopticon pictures will be substituted for visits to the places which prove impossible of access.

**Sociology:** In discussing the people concerned in the work of the city the children will learn that many nationalities are represented

in our population. Visits to the different industries and settlements of the city will give only a slight acquaintance with all these people, and therefore the knowledge gained by these means will be supplemented by stories—the best possible—of the lives, customs, and arts of the people both here and in their mother countries, pictures and geographical descriptions, stories from their literature, reproductions of their art, and biographies of their great men, all to the end of higher appreciation of their lives and better understanding of their value to the community.

**Geography:** The geography of the month will be the study of Lake Michigan as a force in building the land for the present city; its work in building and wearing will be observed at the Sand Dunes, Winnetka, and Lake Side, also at the old shore line as seen at Waukegan, and at Beverly Hills. The lake and river will also be studied as affording highways and harbors for commerce. In this connection are planned excursions to the wharves, and, if possible, to a lighthouse.

**Nature Study:** The lessons in Nature Study will be based upon the field trips, and will answer as nearly as may be the problems arising in the daily work of the children. As sociological pictures of Chicago are the special study of the month, the children's attention will be directed to the observation of weather conditions as influences in the life of people. The report of the United States Weather Bureau will be read daily, and individual observations of temperature, rainfall, direction of wind and cloudiness will be recorded in note-books. Further than this, there will be study of typical geographical areas of the region, with observation as to kinds of soil and characteristic plant life of each. Provision will be made for indoor, and if possible outdoor, experiments in growth of seeds and plants in the different soils—*i. e.*, sand, prairie-soil, swamp-soil, and garden-soil. Children will be encouraged to bring into school all the plant and animal life which can be properly cared for there, and this, with the animals visited at the zoölogical gardens, will be constantly observed and informally discussed.

**Arithmetic:** In cooking, fruits will be dried, and the dried fruits will be prepared for eating. These processes will make prominent the large proportion of water in the fruits. To measure this and gain a knowledge of recipes and quantities for cooking, a study will be made of ex-

act proportions. The familiar fruits will be weighed, dried, and reweighed to find loss by evaporation. Percentage will be taught here as the simplest means of expressing proportions.

**Reading and Dramatic Art:** Bits of characteristic literature, giving glimpses of the former national life of some of the people of the city, have been selected for the children's reading, or for telling to them. *The Tar Baby* will be told as a typical negro story, and the Siegfried myth will probably be dramatized as an aid to the comprehension of the Scandinavian peoples. In addition, stories will be selected from *Greek Folk-Lore* (Riverside edition), Scudder's *German Folk-Lore*, *Chinese Folk-Lore*,

and the lives of Giotto, Fra Angelico, and Raphael.

**French:** Correlated with cooking. Making and serving of simple dishes. Memorizing and singing of *La Bergere*. During these occupations the French language will be exclusively used. (See Outline for French, page 151.)

**Music:** Chinese, German, Italian, Russian, and Greek lullaby songs will be taught by rote; also, *Foreign Children*, by Eleanor Smith, and *Sweet October*. Children will be encouraged in solo-singing, and will be asked to compose original text and music for their own little songs. These original compositions will be written for them, and will thus form the beginning of the study of musical notation.

## Fifth Grade

Willard Streeter Bass

**History:** Subject—The Settlement and Early Industrial Development of New England.

New England an Important Source of the Present Population of Chicago: Ask children where the people they see around them came from, in particular, where the native "Americans" or their parents came from. Find how many of the children are descendants of people who came from Eastern states, in particular from New England.

New England: Describe the principal occupations and industries of New England, and show pictures of typical landscapes. Describe somewhat the land and the people.

First Permanent Settlement in New England: Show pictures of the Mayflower and the Pilgrims off Cape Cod. Describe the search for a place to found a settlement. Give reasons for the site finally selected. Draw a map of, or mold in sand, Plymouth and its surroundings, showing the good harbor, the slope already cleared by the Indians and the hills commanding views of the surrounding country and the sea.

Government of Plymouth Colony: Describe the fears for lawlessness and disorder which troubled the company on the Mayflower. Have children see how this led to the compact on the Mayflower, and to the election of a governor.

First Years of Plymouth Colony: Describe briefly the sufferings of the first winter, the re-

lations with the Indians, including the treaty with Massasoit, the success of the first summer, and the anxieties of the next few years until the firm establishment of the colony.

Communism: Describe the system of common ownership of land and property employed at Plymouth, its causes and its effects. Discuss the reasons which led to its abandonment at Plymouth, and how the arguments which Governor Bradford gave against communism are applicable to present socialism. [See Hart, *American History Told by Contemporaries*, Vol I, pp. 352, 353.]

Reasons Why Puritans Came to New England: Tell of the formation of Separatist churches, of the opposition of James I. to them and his resolve to "harry them out of the land," and of the annoyances which led the congregation at Scrooby to emigrate to Holland and thence to America.

The Great Puritan Exodus: Tell of the attempt of Charles I. to govern without a parliament, and how great numbers of Puritans, fearing the loss of their political liberties, resolved to follow the pilgrims to America, and established a state in which they might secure their own civil and ecclesiastical institutions. Draw a map of New England showing the position of the various colonies and towns founded between 1629 and 1640.

Geography of New England: Study by means of pictures and descriptions the topography of New England, the character of the